Ascentis Entry Level Award (Entry 3) in Identity and Belonging in Modern Britain Specification

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SUMMARY OF CHANGES

Version and Date	Change Detail	Section
October 2026 v2	Review and Certification dates updated	Front page
	Learner Declaration of Authenticity added	Tracking Sheets

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 50 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years, to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **an Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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ASCENTIS ENTRY LEVEL AWARD (ENTRY 3) IN IDENTITY AND BELONGING IN MODERN BRITAIN

Introduction

The main purpose of these qualifications is to help learners explore their identities and work towards understanding their own sense of belonging, in order to achieve a skill set that will enable them to operate independently and effectively in every part of work, education and life in modern Britain.

In this 'Brexit era', daily life in Britain is evolving, and we are faced with a changing landscape where we find ourselves redefining what all aspects of the present and future look like. These qualifications offer a flexible and broad range of subjects which can be tailored so that learners can take a look at who they are and the qualities they have, in order make the most out of life in every part of modern Britain.

There are several features of these qualifications that make them very appropriate for their target learners:

- Certification is available for each of the units
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres
- Evidence can be generated within a wide range of organisational contexts allowing the qualifications to meet the specific occupational requirements of the learners

Aims

The aims of these qualifications are to enable learners to:

1 Develop their sense of self and their personal awareness in order to overcome diverse barriers around identity
2 Grow their understanding of their own multiple identities by exploring personal identity and cultural diversity
3 Explore personal relationships and relationships with their communities
4 Build confidence through the learning process

Target Group

These qualifications are designed for a range of learners who are interested in or would benefit from developing their own sense of identity and belonging in order to confidently develop skills in wider subject areas and progress in and take advantage of all aspects of work, education and life in modern Britain

Regulation Codes

Entry 3
Ascentis Entry Level Award in Identity and Belonging in Modern Britain (Entry 3): **603/5938/9**

Ascentis Entry Level Award in Identity and Belonging in Modern Britain (Entry 3)				
Learners must achieve a minimum of 7 credits in total. A minimum of 4 credits must be taken from Group A. Remaining credits can be taken from units in either Group A or B. We recommend including **Personal Advancement** when selecting units from Group A.				
Group A: A minimum of 4 credits must be taken from Group A				
Title	Level	Credit Value	GLH	Unit Reference
Developing Assertiveness	E3	2	20	Y/600/6481
Developing Self	E3	2	20	M/502/0456
Equality and Diversity	E3	2	20	K/503/4579
Human Growth and Development	E3	3	30	R/505/3675
Individual Rights and Responsibilities	E3	1	10	A/502/0458
Living in a Diverse Society	E3	2	20	K/600/6498
Living in the Community	E3	1	10	J/600/6153
Making Choices	E3	1	10	A/600/6487
Personal Advancement	E3	4	40	T/506/3793
Personal Safety	E3	3	30	H/600/6306
Self-Advocacy	E3	3	30	M/600/6499
Understanding Behaviour and Character Traits	E3	2	20	A/615/8950
Working Towards Goals	E3	2	20	D/502/0453
Group B: Learners can take units from Group B for remaining credit required to achieve the Award				
Title	Level	Credit Value	GLH	Unit Reference
Community Action	E3	2	20	F/502/0459
Developing Skills for a Healthy Lifestyle	E3	3	30	Y/506/5312
Discover Local History	E3	3	30	A/505/3606
Diversity in Society	E3	3	30	T/504/8565
Health and Fitness	E3	3	30	A/501/5194
Introduction to Ethics and Morals	E3	2	20	R/615/8999
Managing Social Relationships	E3	2	20	T/502/0457
Online Etiquette and Safety	E3	2	20	D/615/9265
Personal Awareness	E3	2	20	L/600/6493
Rights and Responsibilities of Citizenship	E3	3	30	L/505/3674
The Benefit of Confidence and Self-Esteem	E3	2	20	K/615/8992
Understanding Emotions and Anger Management	E3	1	10	F/615/8996
Understanding Relationships	E3	2	20	T/600/6505
Understanding Rights and Responsibilities	E3	3	30	Y/600/6500
Using Emotional Intelligence	E3	1	10	K/615/8989

Guided Learning Hours (GLH) and Total Qualification Time (TQT)

The recommended guided learning hours for Ascentis Entry Level Award in Identity and Belonging in Modern Britain (Entry 3) is 70.

The total qualification time for Ascentis Entry Level Award in Identity and Belonging in Modern Britain (Entry 3) is 70.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

Recommended Prior Knowledge, Attainment and/or Experience.

There is no prior knowledge required for this qualification.

Age Range of Qualification

These qualifications are suitable for learners aged 16–18 and adult learners aged 19+

Opportunities for Progression

These qualifications are designed to enable learners to explore their own identity, who they are and their qualities and develop a more fluid sense of identity in order to make the most of their own lives in every part of British life. These qualifications enable learners to progress with confidence to employment, further learning opportunities within employment, or further study.

Resources to Support the Delivery of the Qualification

Indicative content is available for **ALL** Group A units.

Many Ascentis units include suggested content to support wider learning opportunities across three priority areas:

- Digital
- Well-being
- Sustainability

They are not compulsory and do not form part of the assessment. They are suggestions for tutors who may wish to link the unit content into these areas to further support learner progression in education, training and work.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website in the Customer Centre at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website in the Customer Centre at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal. Late registration may result in a fee, please refer to the latest version of the Ascentis Product Catalogue.

Status in England, Wales and Northern Ireland

These qualifications are available in England. They are only offered in English. If you wish to deliver them in any other nation, please contact development@ascentis.co.uk

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements, reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of reasonable adjustments and special considerations are available from the login area of the Ascentis website in the Customer Centre at www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual General Conditions of Recognition. Full details of this procedure, including how to make an application, are available from the login area of the Ascentis website in the Customer Centre at www.ascentis.co.uk or through contacting the Ascentis office.

In Northern Ireland it is the CCEA General Conditions of Recognition and Qualifications Wales is the Standard Conditions of Recognition.

Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of this qualification and should be implemented at the centre's discretion. The hyperlinks provided were live at the time this specification was last reviewed. Please kindly notify Ascentis if you find a link that is no longer active.

Please note: Ascentis is not responsible for the content of third-party websites and, whilst we check external links regularly, the owners of these sites may remove or amend these documents or web pages at any time.

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

The units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria. The evidence will be internally assessed and verified by the centre and then externally verifiedby Ascentis.

On completion of the learners' evidence, the assessor is required to complete the Summary Record ofAchievement for each learner. The Summary Record of Achievement form is provided in APPENDIX 1.

Centres are required to retain all evidence from all learners for external verification and for four weeks afterwards in case any appeal is made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unithave been met. Examples of evidence that could be included are:

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- Audio recordings
- Self-assessments
- Workbook activities
- Final multiple-choice tests

If the learner fails to meet the assessment criteria on the first attempt at an activity, they may redraft the work following feedback given by the tutor. However, tutors must not correct the work of the learner, and all feedbackgiven by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in APPENDIX 2.

The Use of Artificial Intelligence (AI) in Assessments

There are potential risks associated with the use of AI in assessments, such as the possibility of bias and the potential for cheating.

Centres are expected to detect and monitor the use of AI tools in assessments. Centres must be satisfied that the work provided is that of the learner. All learners must be aware that they are responsible for ensuring they are not cheating in assessments by using AI tools. All learners must cite the use of AI in their assessments where this is allowed.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards, i.e., consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Ascentis offer free refresher training in support of this role through an Ascentis Internal Quality Assurance course. The purpose of the course is to provide staff in centres with knowledge and understanding of Ascentis IQA processes and procedures, which will enable them to carry out their role more effectively. To book your place on a course or request further information, please contact the Ascentis Quality Assurance Team (qualityassurance@ascentis.co.uk)

Further information is available from the login section of the Ascentis website in the Customer Centre at www.ascentis.co.uk

External Verification

Recognised centres will be verified in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements.
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification.
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment.

External Quality Assurers will usually do this through discussion with the assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Centres must ensure that those delivering and assessing Ascentis qualifications are occupationally knowledgeable and competent within the relevant subject area.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on the Ascentis website.

Unit Title: Community Action
Unit Reference Number: F/502/0459

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

Introduction

In this unit you will learn to participate in local community activities and understand the benefits of these activities for yourself and the community.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Demonstrate their knowledge of local community groups	1.1 Identify community groups in their local area and what they do
2 Demonstrate their participation in community activities	2.1 Participate in activities within a local community group
	2.2 Identify how these activities benefit others
	2.3 Identify a benefit for themselves from participating in the activities

Indicative Content

Please note that the indicative content supplied below is intended as a suggested guide only

Knowledge of Local Community Groups

- Be able to describe the term 'community' in relation to personal experience
- Recognise features of community such as language, dress, culture, belief, school, work place
- Different groups could be religious, youth, sport, friendships
- Recognise features of community groups – such as interest, belief, dress, language – and compare with other groups to find differences and similarities

Participate in Community Activities

- Learn how to contribute within your local community
- List the activities of the groups, e.g. weekly meetings, trips and visits
- Find out the positive contributions the groups make to the community
- List the benefits to the group members, e.g. friendship, knowledge, shared interest
- List activities someone could join in with to help the community

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use digital skills to find their community through social media and blogs. • Create their own support group online.	Learners could: • Identify targets for development that relate to their own well-being, linking positive changes to increased performance. There are opportunities to explore the concepts from the Five Ways to Well-being, such as: **Connecting -** spending time with community groups **Give -** giving time and energy to your community.	Learners could: • Engage in activities that support environmental and sustainability causes.

Unit Title: Developing Assertiveness
Unit Reference Number: Y/600/6481

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

Introduction

In this unit you will develop assertiveness skills and learn why they are important to you in achieving desired outcomes and why they are beneficial to the community.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know what assertiveness is	1.1 State what assertiveness means
2 Understand assertive, passive and aggressive behaviour	2.1 Give an example of assertive behaviour
	2.2 Give an example of passive behaviour
	2.3 Give an example of aggressive behaviour
3 Understand ways of being assertive in a given situation	3.1 State a situation in which s/he may need to be assertive
	3.2 State how s/he will be assertive in this situation
	3.3 State the importance of self-control when being assertive
4 Recognise key implications and benefits of assertiveness	4.1 State a situation in which assertiveness can be used to achieve a desired outcome
	4.2 State a benefit of being assertive

Indicative Content

Please note that the indicative content supplied below is intended as a suggested guide only.

Knowledge and Experience of Assertiveness

- Be able to describe the term 'assertiveness' and give personal examples, including in relation to wishing to be more assertive
- Describe personal experiences of being passive and being aggressive (giving or receiving)
- List steps to take to improve own assertiveness, including communication (confident, clear and controlled) and active listening

Improving own Assertiveness and Knowing the Benefits

- List ways to express self assertively
- Be able to express self clearly, including needs, ideas, feelings and rights, whilst respecting others' rights at all times
- In a given situation, outline how to be assertive and achieve desired outcome
- Describe own situation in which assertiveness is required
- Recognise the need for self-control when being assertive
- List benefits of being assertive for giver, receiver and community

Suggested opportunities to develop wider awareness, learning and skills

Well-being

Learners could:

- Identify targets for development that relate to their own well-being in relation to being assertive. Discuss how these targets increase their individual well-being.
- Understand the importance of being assertive and how to use these skills in everyday life. Link it to feelings of growing independence.

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Unit Title: Developing Self
Unit Reference Number: M/502/0456

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

Introduction

In this unit you will be introduced to ways in which you can reflect on your own personal development andhow your personal skills, abilities and behaviours can be improved.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand how to identify areas for self-development	1.1 Describe a personal strength or ability
	1.2 Identify an area for self-development
	1.3 Describe a personal skill or behaviour they need to develop
2 Understand how to take responsibility for their own self development	2.1 Describe how they will develop their personal skill or behaviour
	2.2 Suggest a suitable target to work towards and agree it with an appropriate person
	2.3 Identify the support and resources needed to help them work towards the agreed target
	2.4 Work through activities to develop the agreed skill or behaviour
3 Be able to demonstrate how they have developed personal skills	3.1 Review the progress they have made
	3.2 Review what went well and what did not go so well
	3.3 Make choices about how they will continue to develop their personal skills

Indicative Content

Please note that the indicative content supplied below is intended as a suggested guide only.

Identify Areas for Development

- Think about one thing that you are very good at and record how you made this decision
- Find a way to show others how good you are at this – give a talk to a small group using photographs or pictures of the thing that you are good at
- Think of something you would like to do better and record how you made this decision
- Name the skills or abilities you will need to do this and know how they will help you achieve your goal

Self-Development

- Name something which is stopping you from achieving a goal and record how you made this decision
- Identify the people or resources that can help you, e.g. teachers, friends, outside groups
- After making the choice, consider whether this was successful and why, and record your decision
- Think about how you can build on this progress in the future

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Word process lists detailing strengths and things to work on, create an action plan. • Identify digital skills they may wish to develop.	Learners could: • Identify targets for development that relate to their own well-being, linking positive changes to increased performance. There are opportunities to explore the concepts from the Five Ways to Well-being, such as: **Connecting:** spending time with others.	Learners could: • Think about actions relating to environmental and sustainability habits that they can improve as part of positive self-developments.

Unit Title: Developing Skills for a Healthy Lifestyle
Unit Reference Number: Y/506/5312

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 3

Introduction

In this unit you will understand the links between healthy lifestyle choices and your health, and how you can improve your general level of health with exercise, a balanced diet and good personal hygiene. You will develop your sense of self and personal awareness.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know why personal fitness is important	1.1 State why personal fitness is important to good health
2 Understand the role that exercise plays in a healthy lifestyle	2.1 Choose an activity for developing personal fitness in relation to weight, health and age
3 Be able to identify the role of a balanced diet in promoting personal good health	3.1 Identify food items which promote good health
	3.2 Plan a simple well-balanced healthy meal for self
4 Know the importance of personal hygiene and good grooming	4.1 State a reason for the need for personal hygiene
	4.2 Identify a basic routine for maintaining personal hygiene
5 Be able to identify the basic issues of sex education and contraception	5.1 Identify the main methods of contraception currently available
	5.2 Identify the key features of common sexually transmitted infections
6 Know how to take responsibility for own health and lifestyle through action-planning for the future	6.1 Set a personal target/goal in relation to own health/lifestyle
	6.2 State how this can be achieved

Unit Title: Discover Local History
Unit Reference Number: A/505/3606

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 3

Introduction

In this unit you will find out about the local history of your area and be able to record historical information and show how national events can affect local events. You will develop a better understanding of yourself by exploring cultural heritage within your community.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know about past history in their local area	1.1 Identify how national events affect own local area, community or family in the context of the chosen topic
2 Know how to get simple historical information from different sources	2.1 Identify different sources
	2.2 Select information about the past from these sources
3 Be able to create a record of findings	3.1 Record information on a chosen topic
	3.2 Outline the findings to a known audience

Unit Title: Diversity in Society
Unit Reference Number: T/504/8565

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 3

Introduction

In this unit you will find out about the meaning of diversity and how people can be similar to or different fromone another. You will also begin to explore prejudice and discrimination within society as well as starting to overcome barriers you may experience around your own identity.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know the meaning of the term 'diversity'	1.1 Outline the meaning of the term 'diversity'
	1.2 Identify diverse groups
2 Know about diverse groups and practices	2.1 Identify how groups may differ from one another
	2.2 List different practices in relation to these differences
3 Know about similarities between groups	3.1 Identify a similarity between a number of groups
4 Know some of the consequences of prejudice and discrimination	4.1 Identify a lack of tolerance of diverse groups within society
5 Be able to recognise the contributions of diverse groups to society	5.1 Name a contribution of a group to society
	5.2 State an advantage of living in a diverse society

Unit Title: Equality and Diversity
Unit Reference Number: K/503/4579

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

Introduction

In this unit you will learn to understand key aspects of equality and diversity.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand some aspects of equality and diversity	1.1 Identify key features of equality
	1.2 Identify key features of diversity
2 Understand fair and unfair treatment	2.1 Identify examples of fair treatment
	2.2 Identify examples of unfair treatment
	2.3 Identify examples of discrimination
	2.4 Identify examples of prejudice
	2.5 Identify examples of stereotyping
	2.6 Gives examples of ways to challenge unfair treatment
3 Be able to recognise diversity within communities	3.1 Identify diverse groups in local communities
	3.2 Identify common needs of diverse groups

Indicative Content

Please note that the indicative content supplied below is intended as a suggested guide only.

Understand Aspects of Equality

- Be able to identify the key features of equality in a given area, e.g. at work, in learning, in housing, in health and social care
- Look at equal access to opportunity, premises, treatment
- Be able to identify the key features of diversity including: race, religion, gender, age, sexuality

Understand Fair and Unfair Treatment

- Give an example of fair treatment within given situations
- Give an example of unfair treatment within given situations and discuss/describe how this can be dealt with (e.g. education, work, pay rise, promotion, beliefs, age, disabilities)
- Give a definition of stereotyping and give an example of this within society

Recognise the Diversity of Communities

- Be able to identify the different groups that form communities including: religious, age, local, interest, schools
- Be able to identify the common needs across two of these groups, e.g. transport, building, beliefs, friendship, skills, physical and emotional needs

Suggested opportunities to develop wider awareness, learning and skills
Well-being
Learners could • Develop opportunities to explore some of the concepts from the Five Ways to Well-being: **Connecting:** identify different communities and work together, supporting common interests. **Give:** supporting those who are being unfairly treated.

Unit Title: Health and Fitness
Unit Reference Number: A/501/5194

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 3

Introduction

In this unit you will develop skills to be able to manage your own fitness, including working with others and reviewing your performance. You will have the opportunity to explore personal relationships in one-to-one situations and in a group.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Show awareness of the vocational area	1.1 State two reasons for keeping fit
	1.2 Describe two activities that can help you to keep fit
	1.3 State why warming up your body is important before doing exercise
	1.4 Name two places where you can do exercise
2 Interact with others in an appropriate way	2.1 Work with a partner on chosen activities
	2.2 Work in a group on chosen activities
	2.3 Communicate effectively with others in the group
3 Show a development in skills	3.1 Try a range of basic fitness tests
	3.2 Take part in a variety of fitness activities
	3.3 Do a simple warm up and cool down
4 Apply process to tackle basic problems	4.1 Complete a simple training programme which improves fitness over a specified time period
5 Show basic awareness of safe working practices	5.1 Show an awareness of safe use of equipment
	5.2 Wear appropriate clothing for chosen activities
6 Review own performance and personal skills	6.1 State what went well/not so well
	6.2 State what might have been done differently

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Unit Title: Human Growth and Development
Unit Reference Number: R/505/3675

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 3

Introduction

In this unit you will learn about growth and development, including physical, mental, emotional and social aspects, and be able to describe factors that affect healthy development, including diet and exercise.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know about the sequence of growth and development from birth to old age	1.1 Identify key changes from birth to old age in a person's: a) Physical appearance b) Physical abilities c) Mental abilities
2 Know factors that affect growth and development	2.1 State how diet affects growth and development
	2.2 State how exercise affects growth and development
3 Know that different experiences affect emotional and social development	3.1 Identify links between experience and emotional development
	3.2 Identify links between experience and social development
4 Know ways in which a child learns to communicate	4.1 List ways in which a carer can help a child develop communication skills

Indicative Content

Please note that the indicative content supplied below is intended as a suggested guide only.

Knowledge of Growth and Development

- List changes in physical appearance in infancy (as a baby grows into a toddler), early childhood, childhood, late childhood, adolescence and puberty, adulthood, menopause in women and old age in men and women; link these changes to physical abilities
- Describe changes in mental abilities throughout stages of life
- List the effects of a poor diet on growth and development
- Identify components of a good diet for growth and development
- Describe how exercise impacts on growth and development, including muscle memory

Knowledge of Emotional and Social Development and Communication

- Recognise that emotional and social development are affected by experiences
- Describe some positive and negative experiences that affect emotional and social development
- List activities to develop a child's communication skills

Unit Title: Individual Rights and Responsibilities
Unit Reference Number: A/502/0458

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

Introduction

In this unit you will identify and be aware of your rights and responsibilities as an individual.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand that they have individual rights and responsibilities	1.1 Describe an individual right which is relevant to them
	1.2 Identify sources of support or information about rights and responsibilities
	1.3 Describe a responsibility that they have for themselves
	1.4 Describe a responsibility that they have to others

Indicative Content

Please note that the indicative content supplied below is intended as a suggested guide only.

Rights and Responsibilities

- Find out what the terms 'rights' and 'responsibilities' mean
- List examples of your basic rights and responsibilities
- List laws that aim to protect your rights and those of groups
- Find out about your local council in relation to individuals' rights and responsibilities
- List services that are provided locally
- List people who have jobs that help the community
- List how an individual can use their personal responsibility in a situation agreed with your teacher
- List a range of actions or activities that show you being responsible in the community

Suggested opportunities to develop wider awareness, learning and skills

Well-being	Sustainability
Learners could: • Understand where to find help, who best to contact or talk to. Having confidence in this will bring a sense of confidence in knowing what their rights are.	Learners could: • Show responsibility within their community with environmental issues, such a litter picking, beach cleaning or giving advice about sustainability.

Unit Title: Introduction to Ethics and Morals
Unit Reference Number: R/615/8999

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

Introduction

In this unit you will find out what is meant by 'ethics' and 'morals' and why they are important in society. You will explore you own values and gain a better understanding of your own personal identity.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand the importance of ethics and morality	1.1 State briefly what is meant by: a) Ethics b) Morals
	1.2 Identify own ethics and morals
	1.3 Give reasons why ethics and morals are important
	1.4 Give one reason why being ethical is an important character trait
2 Know how ethics and morals are expressed	2.1 State how own ethics and morals are expressed
	2.2 Give an example of when own ethical stance or morality influenced an experience or situation
	2.3 Identify how others express their own ethics and morals

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Unit Title: Living in a Diverse Society
Unit Reference Number: K/600/6498

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

Introduction

In this unit you will learn that a tolerant society benefits all individuals in that community and that individualdifferences are protected by a person's rights. This will help you to develop a sense of self and an awareness of your similarities with others and any differences.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Appreciate the differences in people	1.1 Identify four people or groups with different values/beliefs/cultures/abilities
	1.2 Give examples for each person or group of people with different values/beliefs/cultures/ abilities
	1.3 Give examples of how they are different from someone else
2 Understand the need for tolerance and equality in society	2.1 Give three examples of where people are treated badly because of their differences
	2.2 State what they understand by tolerance
	2.3 Give an example of possible consequences of intolerance
	2.4 State why equality and tolerance is important in society
	2.5 Give three different examples of tolerant behaviour
3 Recognise the contributions of diverse groups to society	3.1 State and give examples of how different groups/individuals contribute to society, for example in art, literature, music, food and language
	3.2 State an advantage of living in a diverse society

Indicative Content

Please note that the indicative content supplied below is intended as a suggested guide only.

Knowledge of Differences and Tolerance

- Describe four people who are different because of differences in values, beliefs, cultures and abilities; recognise how they are different
- Using three examples, recognise that tolerance is being respectful of others' rights and that a tolerant society is a more peaceful society where individuals are less stressed
- List three examples of intolerance towards individuals (through age, ethnicity, religion, sex, sexual orientation, etc.) and recognise possible impacts on the victim

Benefits of a Diverse Society

- List examples of how different groups contribute to society
- Recognise an advantage of living in a diverse society, such as improved mental health, people being more connected and local businesses thriving

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Understand the importance of living in a diverse society and how that impacts on everyone's awareness and well-being. • Benefit from considering different cultures and values, this links to empathy and understanding which is part of individual well-being.	Learners could: • Benefit from learning about other people's interest in the environment/ causes different to their own.

Unit Title: Living in the Community
Unit Reference Number: J/600/6153

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

Introduction

In this unit you will review your confidence in living in a community and explore your relationship with your community, identifying areas that you think you need to develop further.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Review progress towards living in the community	1.1 Identify facilities and services they have accessed in their community
	1.2 Identify confident and less confident areas
	1.3 Identify areas that they would like to develop further
	1.4 Identify where to get help in developing them
	1.5 Identify a contribution they have made to thecommunity
2 Understand what living in the community means to them	2.1 Outline features of their community
	2.2 Give examples of good and not so good things about living in a community

Indicative Content

Please note that the indicative content supplied below is intended as a suggested guide only.

Progress Towards Living in the Community

- List the services and facilities that you have used to progress towards living in the community
- List areas of confidence, of living in the community and where you have contributed to the community
- Recognise areas where you are less confident and would like to develop
- List activities to improve confidence, including where to get help
- Describe the main features of your community, using examples to explain good and less good areas

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being
Learners could: • Use digital skills to find services and facilities in their community. • Create their own community group online within social media groups or set up a blog.	Learners could: • Identify targets for development that relate to their own well-being, linking positive changes to increased performance. There are opportunities to explore the concepts from the Five Ways to Well-being, such as; **Connecting**: spending time with community groups **Give**: giving time and energy to your community • Know where to find help in their community which can lead to a feeling of well-being.

Unit Title: Making Choices
Unit Reference Number: A/600/6487

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

Introduction

In this unit you will learn how to make informed choices around relationships with the community and developing self-awareness of your needs and preferences, and you will have the opportunity to explorepersonal relationships.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know when choices can be made	1.1 Identify situations where choices need to be made
2 Know how to make an informed choice	2.1 Identify three choices in own life
	2.2 Identify consequences of one of the choices

Indicative Content
Please note that the indicative content supplied below is intended as a suggested guide only.
Knowledge of Making Choices ▪ List situations where there are choices and what those choices are ▪ List three areas in your life where you are faced with a choice ▪ Find out for each area what the choices are and identify which are realistic and possible ▪ Find out the consequences of one of the options

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Use digital skills and tools to create lists for their choices. E.g. word process, spread sheet, mind map.	Learners could: • Feel confidence in knowing they can make an informed choice about their life. They could describe how the outcomes of the choices have impacted their well-being and overall health.

Unit Title: Managing Social Relationships
Unit Reference Number: T/502/0457

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

Introduction

In this unit you will be encouraged to use appropriate behaviours when interacting with others in socialsituations.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand how to interact with others in familiar social situations	1.1 Identify situations in which they may need to interact with others
	1.2 Identify positive behaviours which can be used when interacting with others
2 Demonstrate how to interact with others in familiar social situations	2.1 Take part in an exchange with one or more people about a topic in which they have an interest
	2.2 Use appropriate positive behaviours when participating in the exchange
	2.3 Make appropriate contributions
	2.4 Express opinions and respect the views of others

Indicative Content

Please note that the indicative content supplied below is intended as a suggested guide only.

Understanding How to Interact with Others

- In a group, talk about situations where you might have to interact with other people
- Understand the meaning of 'body language', 'feedback', 'positive' and 'negative'
- Find out about the terms 'constructive' and 'destructive' criticism and list examples
- Find out what is meant by 'aggressive, passive and assertive behaviour' and then make a list of examples of these behaviours – you could role play, watch a film or video clips or read newspaper articles for examples

Interacting with Others

- Demonstrate positive body language in different situations
- Take opportunities to express your opinion
- Allow others opportunities to express their opinion
- Show your responsibility to others, e.g. punctuality, arriving prepared for work

Unit Title: Online Etiquette and Safety
Unit Reference Number: D/615/9265

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

Introduction

In this unit you will learn how to behave and stay safe when using the Internet and you will have the opportunity to reflect on your own behaviour and the online relationships you have.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know what is meant by the terms 'Internet' and 'online'	1.1 State what is meant by the 'Internet' and 'going online'
	1.2 Give two reasons why people use the Internet
	1.3 Identify online social media sites
2 Know threats to personal safety and the security of personal information online	2.1 Give examples of threats to information security when working online
	2.2. Give examples of threats to user safety when working online
	2.3 Give an example of how to take appropriate safety and security precautions when working online
3 Understand how to behave appropriately online	3.1 Identify examples of appropriate online behaviour and state why they are appropriate
	3.2 Identify examples of inappropriate online behaviour and state why they are inappropriate
	3.3 State one consequence of behaving inappropriately online

Unit Title: Personal Advancement
Unit Reference Number: T/506/3793

Credit Value of Unit: 4 **GLH of Unit:** 40 **Level of Unit:** Entry 3

Introduction

In this unit you will explore your preferred learning style, identify your own attitudes, values and belief systems and reflect on your personal achievements. You will look at how to manage change in your ownperformance and explore personal responsibility in relation to advancement in training or employment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Demonstrate an understanding of learning preferences and how they best support the learning needs of the individual	1.1 List four learning styles
	1.2 Identify own preferred learning style with help
	1.3 Identify own learning needs with help
2 Demonstrate an understanding and awareness of values, attitudes and belief systems and their potential effect on an individual's self-development and achievement of personal success	2.1 Identify from suggested examples own values, attitudes and beliefs
	2.2 Identify from suggested examples influences on values, attitudes and belief systems
	2.3 List personal achievements and identify influences on these of personal values, attitudes and beliefs
3 Design an activity which requires group participation including goal setting and visualisation activities	3.1 Identify an activity requiring group participation
	3.2 List roles and activities to be taken on by the group
	3.3 List goals set for the group
	3.4 Take part in a visualisation exercise in relation to the group activity
4 Describe and demonstrate an understanding and knowledge of how to manage change in individual performance and goals	4.1 Identify a potential change in individual performance
	4.2 Describe feelings about the change
	4.3 Identify 'positive affirmations' that will help to make the change
5 Demonstrate an understanding of personal responsibility as it applies to their future development and achieving employment	5.1 Identify main life areas where they have personal responsibilities
	5.2 Identify potential employment opportunities
	5.3 List changes in lifestyle that might result from employment
	5.4 Identify personal qualities and abilities that could be used at employment interviews
	5.5 Obtain and complete an application form for education, training or employment

Indicative Content

Please note that the indicative content supplied below is intended as a suggested guide only.

Learning Needs and Preferences
- Learning styles questionnaire; description/explanations of different learning styles
- How learning styles can be accommodated
- Learning needs
- How to meet learning needs

Values, Attitudes and Beliefs
- Examples of values, attitudes and beliefs and how they arise
- Influences (social, family, experience, etc.)
- Relation of achievements to beliefs, i.e. what you consider to be an achievement
- Why you thought achievement was important

Group Activities
- How to work in a group
- Setting goals for groups
- Idea of different roles
- Method of visualisation
- Use of visualisation

Managing Change
- Changes/improvements in performance
- Importance of making changes
- How negative feelings can affect the success of the change
- Using positive affirmation in relation to change

Personal Responsibility
- Personal responsibilities including family, social, work
- Taking responsibility
- Changes that employment may bring, e.g. less personal time, more money, shift work, part-time work
- Managing changes in lifestyle
- Interviews (format, content, behaviour)
- How to source and complete application forms

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Complete online questionnaires to find out/learn more about learning styles. • Create lists using a word processing skills. • Identify specific digital skills that they could improve further. It could include gaining or expanding knowledge and skills in areas of word processing, spreadsheets, emailing, digital photo editing. • Learners might use a range of online tutorial videos that encourage development of digital skills e.g. YouTube. • Research and look for job opportunities online. • Create a CV and covering letter with a word processing application or apply for a job online.	Learners could: • Identify targets for development that relate to their own well-being, linking positive changes to increased performance. There are opportunities to explore the concepts from the Five Ways to Well-being e.g. **Connecting:** spending time with friends and family or gaining confidence to build new connections with new people. **Being Active:** making changes to increase levels of physical activity. **Give:** giving time and energy to others, such as volunteering or supporting a friend. • Understand how managing change can help with feelings of well-being.	Learners could: • Consider this is an area to improve their own understanding as there is a growing emphasis placed on sustainability and the impacts our personal choices have on our environment. It is seen as an opportunity to change our habits. • Think about personal targets that could support access to potential career pathways in the green skills sector. • Develop a group activity that can work on sustainability.

Unit Title: Personal Awareness
Unit Reference Number: L/600/6493

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

Introduction

In this unit you will explore yourself and your identity, including physical aspects and personal qualities. You will explore personal relationships and relationships in your own community.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Be able to recognise personal appearance	1.1 Describe three physical attributes
2 Be able to recognise personal qualities	2.1 Identify three personal qualities
	2.2 Identify a quality s/he would like to improve
	2.3 Suggest a way to improve a personal quality
3 Understand impact of own behaviour on others	3.1 Outline three ways own behaviour can affect others

Unit Title: Personal Safety
Unit Reference Number: H/600/6306

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 3

Introduction

In this unit you will learn how to improve the general safety of your own home and develop an understanding of how to feel and what to do during an emergency situation by planning through some scenarios.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know how to stay safe at home	1.1 Identify potential risks to the home
	1.2 Identify three ways of protecting the home
2 Know how to stay safe from others' behaviour	2.1 Identify situations that pose a risk to self
	2.2 Identify possible strategies to prevent these situations
	2.3 Identify a strategy for dealing with such a situation
3 Know basic emergency aid techniques	3.1 Identify three emergency situations
	3.2 Describe what needs to be done in 3.1
	3.3 Identify emergency contacts
	3.4 Simulate the making of a 999 telephone call
4 Know familiar health and safety signs	4.1 Identify three health and safety signs

Indicative Content

Please note that the indicative content supplied below is intended as a suggested guide only.

Knowledge of Staying Safe at Home and From Others

- Recognise risks in the home, e.g. trips and falls, electrical and other fire risks, cookers and naked flames (smoking), poisoning (including carbon monoxide), choking, drowning, knives and other sharp objects
- List areas in your own home that are a risk to you or other household members
- Find out 3 ways of protecting the home, e.g. use of equipment; storage and safe use of equipment, e.g. saucepans; instillation of alarms and monitors; fences and child-proof gates
- Plan how to minimise the risks in own home
- Make a plan for how you would deal with an accident in the home

Knowledge of Emergency Aid and Health and Safety Signs

- Recognise three possible emergency situations in your own home
- Describe your action in each of the emergency situations recognised above, including first steps, emergency contact people and ways of contracting them
- Role play a call to the emergency services on 999
- Be able to recognise three health and safety signs, including use of different colours: do not; you must; warning; safe situation; fire equipment

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Word process a plan of how they would deal with an emergency at home. • Locate images of health and safety signs online and use digital skills to copy/paste, embed, hyperlink into documents.	Learners could: • Identify the relationship between actions taken to manage personal safety and an overall sense of well-being. • Build confidence in communication and working with others through role play when simulating an emergency call or situation.

Unit Title: Rights and Responsibilities of Citizenship
Unit Reference Number: L/505/3674

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 3

Introduction

In this unit you will explore human rights and the need for laws and responsibilities you have in thecommunity. You will develop a deeper sense of self and personal awareness.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know about human rights	1.1 List basic human rights
2 Know about the importance of the law for society	2.1 Give a reason why society needs rules
	2.2 Give an example of a rule that applies to them
	2.3 State how it is enforced
3 Know about the electoral process	3.1 Identify who cannot vote in a general election
	3.2 Give an example of an elected representative
	3.3 State how to vote for an elected representative
4 Know about rights and responsibilities	4.1 Give an example of rights as a: a) Consumer b) Member of a community
	4.2 State a way in which each of the above rights is protected
	4.3 Give an example of responsibilities as a: a) Consumer b) Member of a community

Unit Title: Self-Advocacy
Unit Reference Number: M/600/6499

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 3

Introduction

In this unit you will learn how to go about identifying what you think, your own views on life and that this requires some work to make sure your opinions are properly informed. You will develop skills to help youwith change and exploring your personal identity.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know own views	1.1 Give three views about own life
	1.2 State three ways in which to express own point of view
	1.3 State three choices s/he would like to make
	1.4 State a way to make a personal choice heard
2 Appreciate own right to be heard	2.1 List three times when own view has been heard
	2.2 List two times when own view has not been heard
	2.3 Suggest reasons why opinions were not heard
	2.4 State how not being heard made him/her feel
	2.5 State why it is important to have own viewpoint heard
3 Know how to have own view or need heard	3.1 Identify a view or need s/he would like to have heard
	3.2 Identify who s/he would like to hear their view/need
	3.3 Identify support to enable his/her view/need to be heard
	3.4 Express the view/need to relevant people

Indicative Content

Please note that the indicative content supplied below is intended as a suggested guide only.

Knowledge of Own Views and Right to be Heard

- Find out words and phrases to use to introduce own views, agree with others, partially agree with others and disagree with others
- Recognise views expressed must be fact-based, considered, informed, clearly expressed and respectful of others' views
- Be able to express own views about life in different ways and make sure your view is heard
- Be able to make own life choices

Knowledge of Having Own View and Need to be Heard

- Recognise that own view is not always heard and identify reasons why this may be and how it made you feel
- Be able to express why it is important to have own view heard
- Find out the support required to enable own view to be heard
- Be able to express own view or need to appropriate people

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Word process reasons why it is important to be heard and situations where they can express themselves. • Research self-advocacy and related vocabulary online, maintain a list in spreadsheet, notebook/mind map.	Learners could: • Feel confidence in knowing they can express themselves and give their own opinions • Relate learning to the Five Ways to Well-being: **Connect**- Build relationships and interactions with others by discussing opinions on certain subjects and understand why it is important to be heard.	Learners could: • State their opinions on climate change and discuss with others in a factual way.

Unit Title: The Benefit of Confidence and Self-Esteem
Unit Reference Number: K/615/8992

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

Introduction

In this unit you will explore your levels of confidence and self-esteem and find out ways of boosting them.You will develop a deeper sense of self and personal awareness in order to overcome barriers around identity.

Learning Outcomes The learner will be able to	**Assessment Criteria** The learner can
1. Know what is meant by confidence.	1.1. State what is meant by 'confidence'.
	1.2. Give a reason why being confident is an important character trait
	1.3. Identify how confident behaviour might influence other peoples' views of an individual.
2. Know what is meant by self-esteem.	2.1. State what is meant by 'self-esteem'.
	2.2. List factors that can affect self-esteem.
	2.3. Give examples of feelings linked with self-esteem.
	2.4. Identify how high self-esteem can improve own confidence.
3. Understand the impact of confidence.	3.1. Identify a situation when they felt confident and the outcome.
	3.2. Identify a situation when they lacked confidence and the outcome.
	3.3. State one way own life would be changed if confidence was improved.
4. Know ways of improving confidence and self-esteem.	4.1. List ways to improve own confidence and self-esteem.

Unit Title: Understanding Behaviour and Character Traits
Unit Reference Number: A/615/8950

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

Introduction

In this unit you will learn about how character traits influence behaviours and attitudes, including your own, and how they can be modified to be more positive and contribute to social cohesion. You will explore personal identity and how to build better personal relationships in the community.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know how behaviours influence people	1.1 State what is meant by 'behaviour'
	1.2 Give examples of where behaviour can influence people positively and negatively
2 Know how own character traits influence behaviour and attitude	2.1 Give examples of how own behaviour affects other people
	2.2 State ways that own character traits influence own behaviour towards other people
	2.3 State ways that character traits influence own attitude towards learning and personal achievement
3 Know strategies to manage and modify behaviour	3.1 Identify own character traits that may influence own behaviour negatively
	3.2 Identify one strategy to manage character traits in order to modify own behaviour
	3.3 Modify own behaviour to influence a situation positively
4 Understand the meaning of social cohesion	4.1 State what is meant by the term 'social cohesion'
	4.2 Give examples of social cohesion in the community
	4.3 List reasons why social cohesion is important

Indicative Content
Please note that the indicative content supplied below is intended as a suggested guide only. **Knowledge of How Character Traits and Behaviour Influences** ▪ Recognise, with examples, that behaviour is what people do and how they act and conduct themselves and that it can be negative (anti-social behaviour) and positive (helpful, thoughtful, contributing to common good of community) ▪ Reflect on own character and identify how own character influences own behaviour and attitudes towards others, and how own behaviour affects others ▪ Identify own attitude to learning and achievement and how these are influenced by own character traits **Knowledge of Strategies to Manage Behaviour** ▪ List own traits that could be seen as having a negative effect ▪ Find out a strategy to manage character traits to improve own behaviour ▪ Be able to change own behaviour to achieve a positive outcome **Social Cohesion** ▪ Define social cohesion as all individuals in a community being willing to work together to contribute to the goals and successes of the community and promote wellbeing ▪ Find out examples in own community of how people work together to promote inclusion and create a sense of community belonging ▪ Think about the effects of social cohesion

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Present some of their character traits, good and bad in a digital form e.g. word document, PowerPoint. • Use online skills to research what is meant by anti-social behaviour.	Learners could: • Know how character traits can help build connections with others and help with relationship building. • Understand strategies to help manage character traits that could be seen as negative helping build confidence in themselves. • Help contribute to the community and working with others, linking this to developing a positive sense of well-being.

Unit Title: Understanding Emotions and Anger Management
Unit Reference Number: F/615/8996

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

Introduction

In this unit you will find out about anger management techniques for you to be better able to manage youranger. By exploring how anger may impact others, you will develop your personal relationships and relationships within your community.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand how emotions can affect behaviour	1.1 List a range of emotions from own experience
	1.2 State how emotions have influenced own behaviour: a) In a negative way b) In a positive way
2 Know how anger can impact on others	2.1 Identify when anger has had an impact on others that is: a) Positive b) Negative
3 Be able to use anger-management techniques	3.1 Give one reason why it is important to manage own anger
	3.2 Identify techniques for managing own anger
	3.3 In a given situation, use a range of techniques for controlling own anger

Unit Title: Understanding Relationships
Unit Reference Number: T/600/6505

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

Introduction

In this unit you will explore different relationships and appropriate behaviours to maintain personal relationships and improve relationships in your own community.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know that relationships can be different	1.1 Give examples of own relationships
	1.2 Outline differences between three relationships
	1.3 Give an example
2 Know how to behave appropriately in a relationship	2.1 Give an example of when they have demonstrated the following skills in creating and maintaining relationships: a) Starting and keeping a conversation going b) Negotiating or explaining
	2.2 State what is meant by 'respect'
	2.3 Identify ways of showing respect in a relationship
	2.4 Outline why appropriate behaviour and showing respect is important in a relationship
3 Know the difference between informal and formal relationships	3.1 Give an example of an informal relationship
	3.2 Give examples of how to interact in an informal relationship
	3.3 Give an example of a formal relationship
	3.4 Give examples of how to interact in a formal relationship
	3.5 Outline how formal and informal relationships differ

Unit Title: Understanding Rights and Responsibilities
Unit Reference Number: Y/600/6500

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 3

Introduction

In this unit you will explore the rights that you have to protect you and the responsibilities that you have towards others and understand that both rights and responsibilities affect others in the community. You will have the opportunity to reflect on personal relationships and relationships you have within the community.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand that people have rights	1.1 Identify three legal rights
	1.2 Identify two rights that are not embedded in law
2 Understand that people have responsibilities	2.1 Identify two personal responsibilities towards close friends and/or family
	2.2 Identify three personal responsibilities to the community at large
	2.3 Give two examples of how acting responsibly can benefit another person or group
3 Understand that exercising rights and responsibilities have effects on others	3.1 Give examples of two different actions which may affect the rights of others

Unit Title: Using Emotional Intelligence
Unit Reference Number: K/615/8989

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

Introduction

In this unit you will explore human emotions which may affect your thoughts and then be expressed in your behaviour. You will develop a deeper sense of self-awareness.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know how to identify human emotions	1.1 Give examples of human emotions
	1.2 Identify ways humans show emotions
2 Understand the connections between emotions, thoughts and behaviour	2.1 Identify how emotions can affect own thoughts
	2.2 Identify how own thoughts can affect own behaviour

Unit Title: Working Towards Goals
Unit Reference Number: D/502/0453

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

Introduction

In this unit you will learn to understand how to identify and work towards goals appropriately.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Be able to identify goals	1.1 State their strengths and what they need to improve
	1.2 Identify an appropriate short-term goal to work towards
	1.3 Agree the goal with an appropriate person
2 Be able to plan how to meet their agreed goal	2.1 Identify what needs to be done to work towards the goal
	2.2 Identify sources of support to help achieve their goal
	2.3 Say what the deadlines are for achieving the goal
3 Follow a plan to achieve an agreed goal	3.1 Carry out activities to achieve the goal
	3.2 Review their progress towards achieving the goal
	3.3 Identify whether the goal has been achieved

Indicative Content

Please note that the indicative content supplied below is intended as a suggested guide only.

Identifying Goals
- Identify an area for improvement and reasons for needing to improve
- Provide evidence on how this decision was made
- Outline each stage of action that will be taken to achieve the goal
- Agree the goal with your tutor

Planning to Meet a Goal
- Set deadlines for each action
- Keep a written record of the plan
- Name the people and resources that you will need to achieve each action and arrange for this help
- Set a deadline for achieving your goal

Achieving your Goal
- Complete each action as set out in your plan and comment on the outcomes
- After each action, think about how it has been completed
- Consider what could have been done differently and what you may do differently if you repeated the action
- Have you achieved your goal?
- Identify any appropriate further actions that may be necessary to achieve the goal

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could • Word process lists with their goals and what is needed to succeed. • Identify digital skills they may wish to develop.	Learners could: • Identify personal goals that relate to their own well-being, linking positive changes to increased performance. • Explore links to the Five Ways to Well-being: Connect: working with and spending with others can be beneficial for personal development and help achieve their goal.

APPENDIX 1 - Summary Record of Achievement

Entry 3 Certificate in Identity and Belonging in Modern Britain

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)

Learner Name _____

Minimum Credit Value of Qualification 21

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature_____

Internal Verifier Signature (if sampled)_____

Unit Title _____

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1				
1.2				
1.3				
2.1				
2.2				
2.3				

Learner Declaration of Authenticity

I confirm that:

- the work I have submitted is my own;
- I have not copied another person's work or presented someone else's work as my own;
- I have said where I have used information, ideas or content from other sources, including AI tools, where required;
- I understand that if the work is not my own, this may be treated as malpractice and could affect my assessment result.

By signing below, I confirm that I understand and agree with this declaration.

Learner Signature_____ **Date** _____

The evidence stated above has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Assessor Signature_____ **Date** _____

Internal Verifier (if sampled)_____ **Date** _____